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| **Teacher(s): Dean** | **Subject: Social Studies 7** |
| **Unit Title: Unit 3: A Nation Transformed** | **Date: November 10 & 11. 2016** |
| **Overarching Question/Concept** | |
| **What effect does immigration have on a society?** | |
| **Enduring Understandings** | **Essential Question(s)** |
| The United States is a nation of immigrants and varied landscapes.  People from different ethnic and racial groups, urban and rural environments, social and economic classes, worked together to build this country.  People move to new locations in order to meet their economic and social needs. | \* When and why did various groups migrate around the world?  \* How does diversity enrich the culture of places?  \* How do nations treat minority groups?  \* How do similarities between groups build the cultural fabric of the United States?  \* How did immigration affect the social and economic development of the United States? |
| **PLAN** | |
| **VA SOL OBJECTIVES** | **VBOs** |
| USII.4 The student will demonstrate knowledge of how life changed after the Civil War by (b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion. | 7.3.2 Identify reasons for increased immigration to the United States. (USII.4b) *(hope for better opportunities;*  *religious freedom; escape from oppressive governments;*  *adventure)*  7.3.4 Explain the reasons for urban growth in the late 1800s and early 1900s. (USII.4b) *(migration of African Americans to Northern cities; immigration; industrialization; improved transportation networks;*  *rural – urban migration)*  7.3.5 Describe living conditions in urban areas. (USII.4b)  (housing; employment opportunities; health & sanitation; culture; tenements; ghettos; overcrowded areas; political machines)  7.3.6 Describe immigration policy and the treatment of the new immigrants by native-born Americans. (USII.4b)  *(nativist movement; barriers to employment and education; Chinese Exclusion Act; Gentlemen’s Agreement with Japan; discrimination against Irish and Chinese)*  7.3.7 Describe the contributions of immigrants to American life. (USII.4b) *(religious diversity; food;*  *new words; customs; source of labor; specialized farming methods)* |
| **DAILY LEARNING TARGETS (Restate objectives into kid friendly language; use “I can” or SWBAT)** | |
| **SW be able to understand the problems and challenges that increase immigration brought to the cities.** | |
| **TEACH AND ASSESS** | |
| **Scope and Sequence of Learning Activities (include Warm-Up, Strategies, Assessments, Closure/Reflection, etc.; Enough detail must be included so another person could implement the plan)** | |
| **Warm-Up Jump Start/ Bell Ringer: *What does the Statue of Liberty mean to you?***  **Hook:** Mystery Box, in a box have artifacts, Primary Sources, from Teacher Created Materials. They need to take a guess what is in the box. Tell them that one lucky group will get to view the box at the end of class.  1st Students will view the power point, “*The Statue of Liberty*” and watch the video clip. Video clip about the Statue of Liberty. Discuss the poem “ *The New Colossus.”* Have them add to their bell ringer and collect bell ringers.  <http://youtu.be/OCV-mbeI2Tw>  **2nd** Chrome Books:  **Tenement Tour:** **http://www.tenement.org/immigrate/Living conditions in urban areas:** Students will view the whole interactive video as a whole class, stopping to go over specific points. They are to complete the questioner as they view the video. They are to create a character that just immigrated to the United States.  *Assessment, using an index card write a post card to Victoria describing your life as an immigrant.* **See attached.**  **3rd** “**How the Other Half Lives”** students will view photos posted on google classroom. They will use the strategy, See-Think –Wonder Protocol. Complete Survey on the activity.  Second, pass out “How Immigrants Lived” They will use the text to practice paraphrasing. They are to write 4 words or phrases, using the words write 4 sentences summarizing what you read.  Answer the question: Describe the living conditions in urban areas.  Start if time.  Students worked in groups to create a poster of Problems and Challenges faced by immigrants. | |
| **Homework Activity (ensure homework is meaningful, appropriate, and utilized as formative feedback)** | |
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| **Materials and Resources** | |
| * Chrome books * Mystery Box with primary sources from Teacher Created Materials * *The Statue of Liberty power point* & The New Colossus poem * “**How the Other Half Lives” photos on google.class** * **See-Think-Wonder sheet** * **edHelper; How Immigrants Lived** | |
| **Teacher Reflection on Learning Plan (Notes for Future Use)** | |
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